

Libraries and Outcomes Assessment in a 2.0 World



Nancy O'Hanlon
Ohio State University
University Libraries
Professorial Lecture
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Today's Agenda

Provide an overview of the outcomes assessment process.

Consider its application in the academic library.

Examine 2.0 technologies that may enhance our impact on the community.

...then he said, "I can't feel my legs" and then I said, "Stay with me Joel!" but it was too late. He was gone. It was the PowerPoint.



Outcomes / Impacts

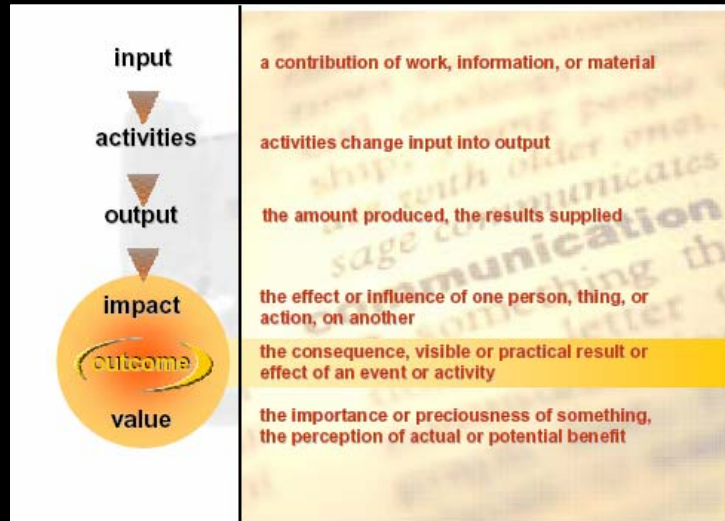
“

benefits or changes for individuals or populations during or after participating in program activities, including new knowledge, increased skills, changed attitudes or values, modified behavior, improved condition, or altered status . . .

”

[Institute of
Museum
and Library
Services]

Outputs vs. Outcomes



[Graphic from: Poll, R. & Payne, P.]

Core Ideas

#1 Focus on goals and objectives

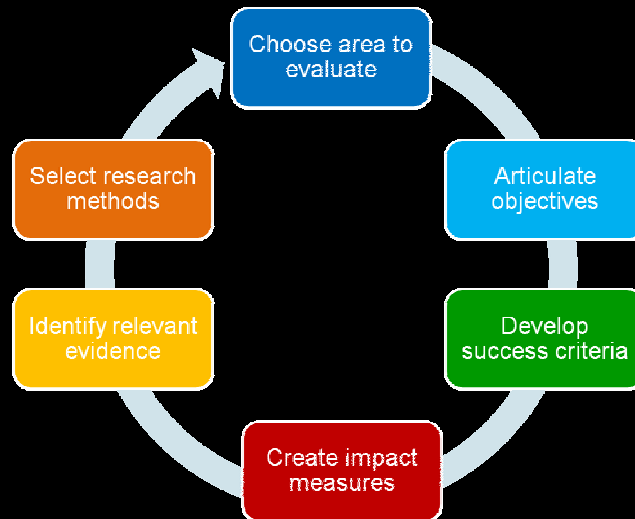
#2 Look for changes in:

- Affect
- Behavior
- Knowledge
- Competence

#3 Gather evidence of changes:

- Ask questions
- Observe
- Infer impact from what is produced

Impact Process Model



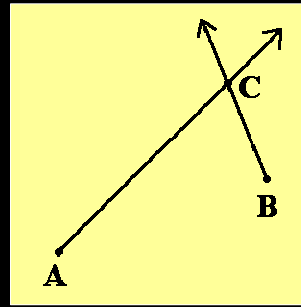
Example: Leeds Metropolitan University (UK)

Objective 1	Raise awareness of the importance of information literacy
Success Criteria	Academic staff aware of Information Literacy Framework
Evidence Method	Personal or telephone interviews
Objective 2	Students become discerning users of information
Success Criteria	More diverse range of sources cited in bibliographies
Evidence Method	Review and compare student bibliographies
Objective 3	Integrate information literacy into curriculum
Success Criteria	Evidence of increasing integration
Evidence Method	Information literacy teaching audit

[Markless, S. & Streatfield, D.]

Methods

- **Direct** measures – standardized tests, performance based tasks, portfolios.
- **Indirect** measures – surveys and interviews, syllabus review, observation.



Levels of Impact

- 2 Hostility
- 1 Dismissive
- 0 None
- 1 Awareness raised
- 2 Better informed
- 3 Improved knowledge
- 4 Changed perception or ability
- 5 Changed world view
- 6 Changed action

[Brophy, P.]

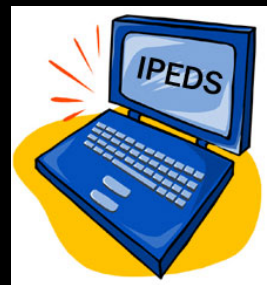
Concerns About:

- User differences
- Data availability
- Long-term effects
- Time-consuming methods
- Separating library impact from other influences



Why?

- New emphasis on accountability at the university level
- Colleges and departments required to submit reports on outcomes
- Accreditation requirement



Why Us?

“Like other communities at the University, the library must move from a **content view** (books, subject knowledge) to a **competency view** (what students will be able to do) . . . we need to measure the ways in which the library is contributing to the learning that the University values.”

[Smith, K.]

Survival

“**Undergraduates** entering universities in the United States use the library as a study space, a socializing space, but to a shocking and frightening extent, they **do not use library services or library materials.**”



[No, actually it was Peter Brantley]

Self-Study: Selected Goals

- **Partnering with faculty** and students in **strengthening the learning process** by integrating the libraries more effectively with curricular innovations at the University.
- **Changing our library facilities** to accommodate changing uses and users of libraries.

[Scholarship and Learning in Transition]

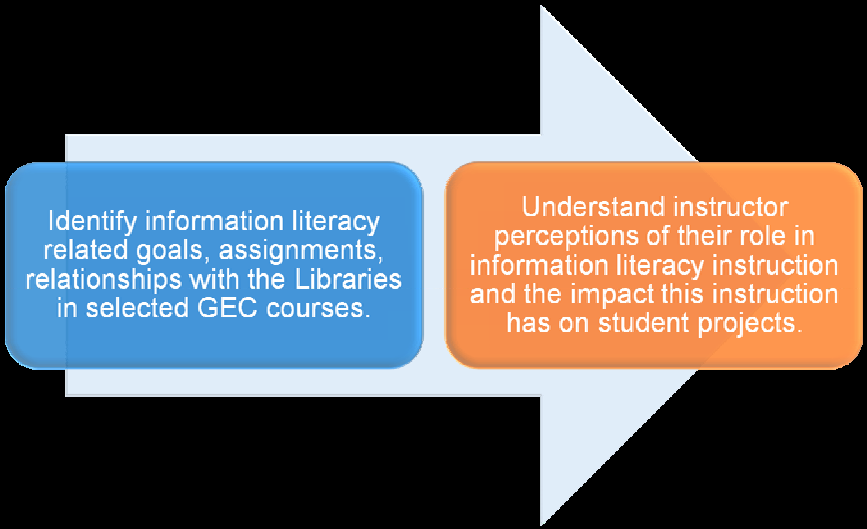
What Should We Measure?

1. Support for student learning outcomes in the university curriculum:
 - GEC courses
 - Major requirements
 - Graduate programs
2. Collaboration with faculty
3. Provision of appropriate spaces

Performance Indicators

1. Extent / effect of the integration of library resources within academic programs.
2. Information literacy program's reach and effects.
3. Student, faculty perceptions on becoming information literate, academic performance.

GEC Syllabus Study Goals



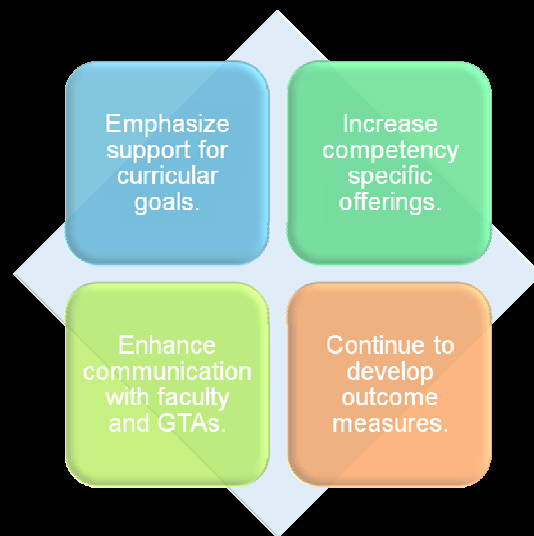
Identify information literacy related goals, assignments, relationships with the Libraries in selected GEC courses.

Understand instructor perceptions of their role in information literacy instruction and the impact this instruction has on student projects.

Some Data

- Majority taught by GTAs or Lecturers.
- 75% require some sort of research.
- Most do not involve a librarian in their course / GTAs not aware of options.
- Instructor satisfaction with student research products evenly split.

Next Steps

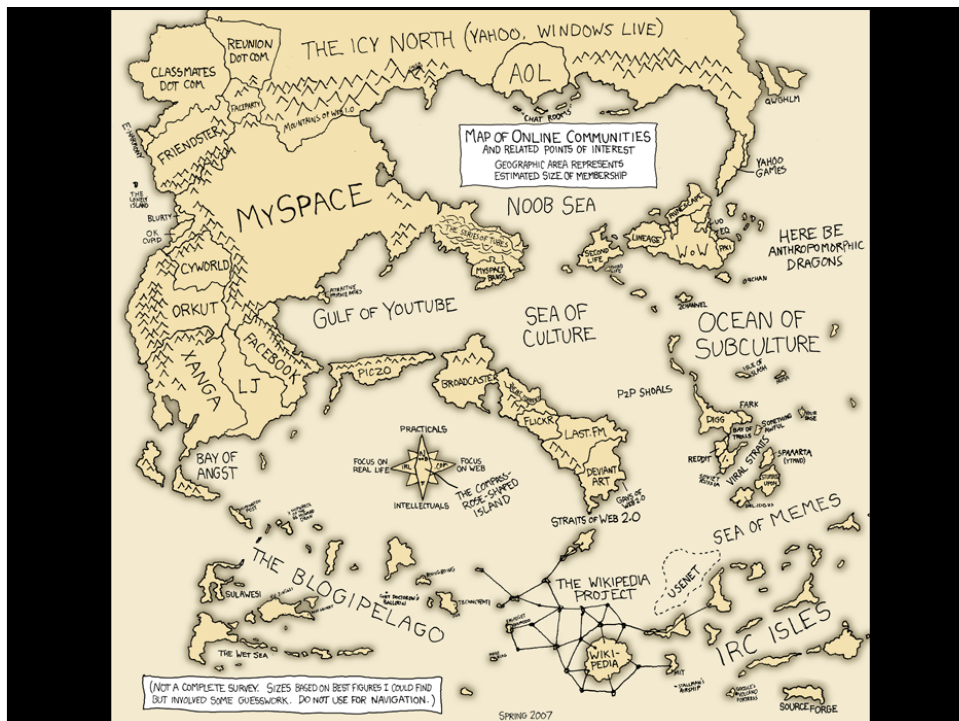


The 2.0 World

Web 2.0

Library 2.0

Life 2.0?



Just for Kids?



Just a Fad?

Not for Scholars?

Epsilon
ENVIRONMENT

Joe Piotrowski (<http://piotrojm.muohio.epsilon.com>) Last Modified: 9/20/2007

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Art Education
piotrojm@muohio.edu
Office: 513.529.8128

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Check out My ShareIt Files

Check out my ShareIt files on the left-hand column for links to my art work.

About Me:
I am a second year graduate student at Miami University, studying in the field of Art Education. Art Education offers me the opportunity to share my love of art with students while educating them in a manner that appeals to their visual nature. I am interested in the topics of

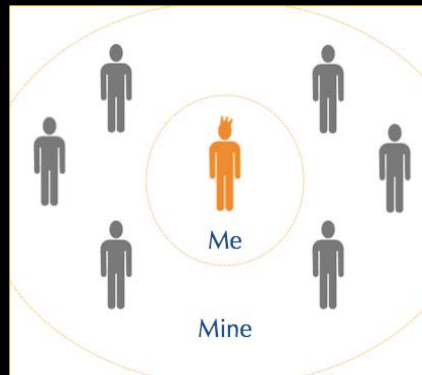
Blog (Recent)
8/1/2007
Slapstick
Over our trip to Michigan I was able to sit down and finally finish Slapstick by the recently dec...
[More...](#)
7/19/2007
Master's Research
Despite the

Changing Metaphors



2.0 Collaborative Tools

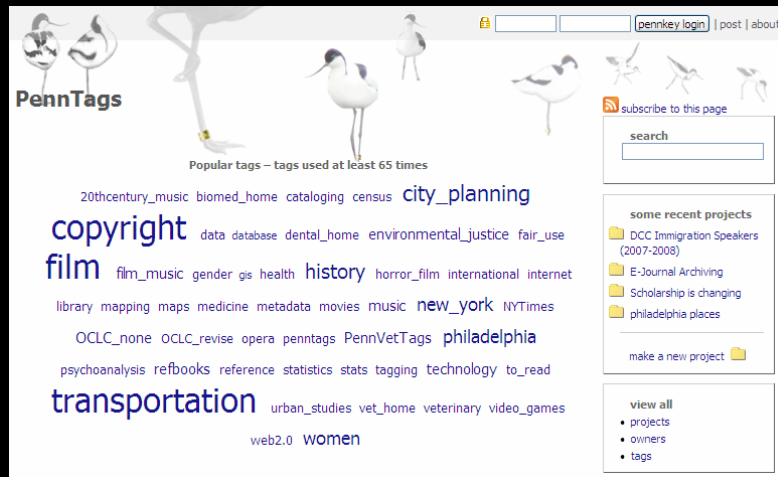
- Tagging
- Rating
- Recommending
- Networking



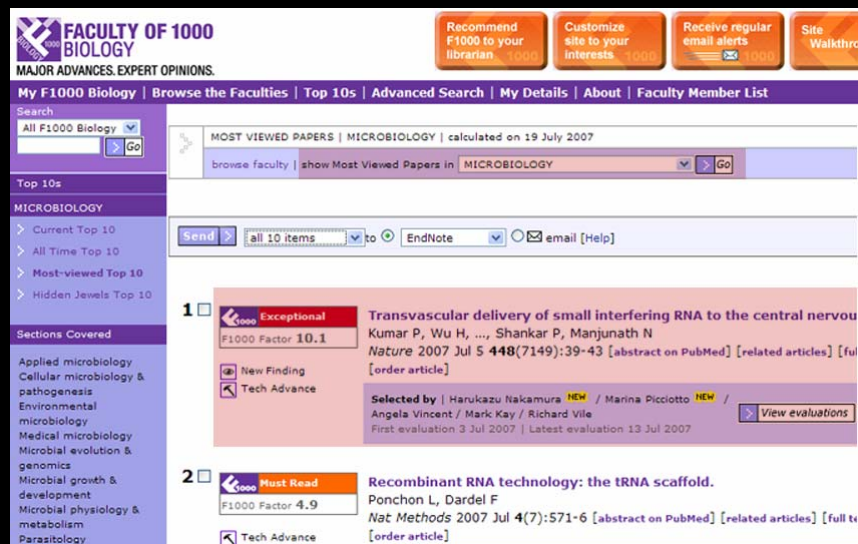
Tagging

The screenshot displays the website for the Journal of Academic Librarianship. At the top, there are navigation links: 'All Journals', 'Search', 'Help and Tips', 'OhioLINK Home', and 'EJC Login or Create an Account'. Below these is a search bar with the text 'Search for' and a dropdown menu set to 'Any Field'. To the right of the search bar is a dropdown menu set to 'in This Journal' and a 'Go' button. Below the search bar, the journal's title 'The Journal of Academic Librarianship, Volume 33, issue 2 (March, 2007), p. 289-291' is displayed, along with its ISSN (0099-1333), DOI (10.1016/j.acalib.2007.02.003), and publisher (Elsevier Science). At the bottom, there are links for 'PDF Full Text' and 'HTML Full Text'. On the right side of the page, there is a sidebar with a cover image of the journal, a 'Format/export as:' section with a dropdown menu set to 'APA' and a 'Go' button, and a 'Find similar articles:' section with a 'Go' button. A red arrow points from the 'Find similar articles:' section to the 'HTML Full Text' link.

Library Tagging Tools



Rating



Rating

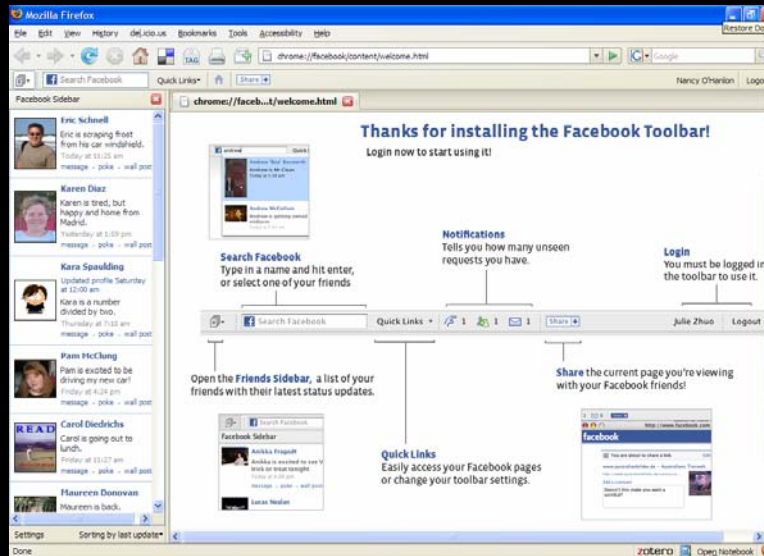
The screenshot shows the CiteULike website interface. At the top, there's a navigation bar with links for Register, Log in, and FAQ, along with flags for various countries. Below this is a search bar with the text 'Article title' and a dropdown menu showing 'library 2.0'. The main content area is titled 'Search results for: library 2.0' and includes the text 'All articles on CiteULike matching your search criteria'. There are two search results listed: 'The Library Catalog in a 2.0 World' by Coyle K. and 'Library 2.0: A Guide to Participatory Library Service' by Michael. To the left of the search results is a sidebar with navigation links: Home, Log in, Register, Journals (Browse current issues), Groups (Browse groups), and Experimental Features (Import from). To the right of the search results is a section titled 'Everyone's Tags' with a filter input and a list of tags including algorithm, algorithms, analysis, attention, bayesian, bioinformatics, biology, brain, cancer, cell, classification, and clustering.

Recommending

The screenshot shows a section of The Wall Street Journal website. At the top, there's a banner for 'Get Access To Exclusive Online Journal Content' with a link to 'CLICK HERE TO SUBSCRIBE NOW'. Below this is a section titled 'MORE FROM TODAY'S JOURNAL'. Underneath, there's a section titled 'PEOPLE WHO READ THIS...' with the text 'Also read these stories:'. There are four article titles listed: 'Is Web 2.0 a Dream or a Nightmare?', 'Life in the Faster Lane', 'Israel Releases Palestinian Prisoners', and 'Teacher Veers Away From Material World'. At the bottom, there's a link to 'Real-World Search Engines'.

The screenshot shows the WorldCat website interface. At the top, there's a logo for WorldCat and a 'Beta' badge. Below this is a navigation bar with links for Home and Search. There's a search bar with the text 'Search for items:'. Below the search bar, there's a section titled 'Lists by TomKemp'. Underneath, there's a section titled 'Lists They Created' with four links: 'Genealogy & Local Histories Online (24 items)', 'Methodist History - Online (6 items)', 'Genealogy - What's New in 2007 (140 items)', and 'Huse Bibliography (66 items)'.

Networking



How will we evolve?

“The primary recommendation . . . is that the OSU Libraries undertake a thorough review of **access and discovery tools** as they are presented on the library web site and take significant steps to improve them.”

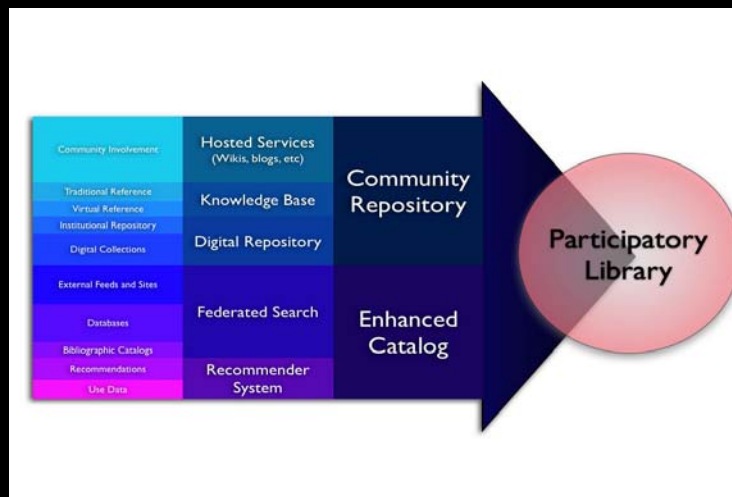


[OSU Libraries: 2006 LibQUAL Survey]

Library Catalog

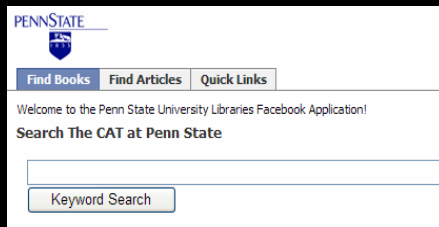
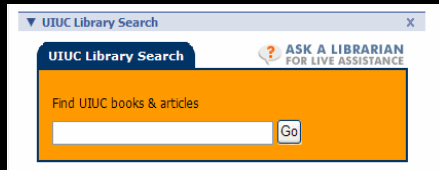
- *LibQUAL*: data indicates need for change.
- *Lorcan Dempsey*: the catalog interface is unconnected to popular user discovery environments or workflows.
- *Karen Coyle*: the catalog will become more interactive and participatory, and will implement David Lankes idea of the library as conversation.

Catalog as Conversation



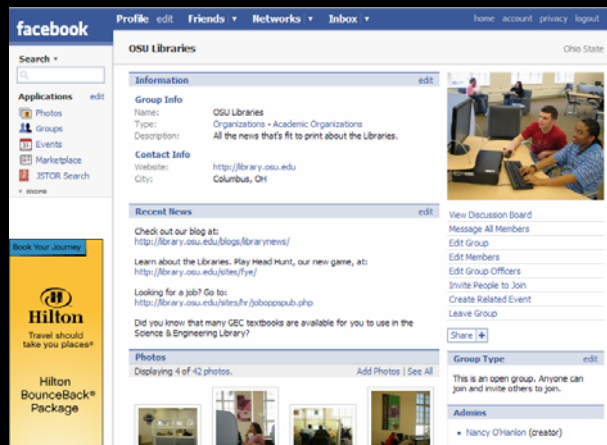
[Graphic from: Lankes, Silverstein & Nicholson.]

New Tools



Be Where They Are

"It is like a house. You put everything you like or want in the house and invite other people to the house."



[OCLC, Sharing, Privacy and Trust in Our Networked World]

Blue Sky Ahead



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